

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.




The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.



All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name 	Role 	Email 
Ms. Hanan M Madbouly	Principal	theresa.baker2@chancelight.com
Mr. Ted Krillies	AP	ted.krillies@chancelight.com
Ms. Ela	Postsecondary Lead	echojnowska@chancelight.com
Mr. Hall	Lab Manager	quintin.hall@chancelight.com
Mr. Pilch	Special Education Teacher	dariuz.pilich@chancelight.com
Ms. Jolley	Social Worker	tara.jolley@chancelight.com
Mr. Leon	RRS	david.leon@chancelight.com
Mx.Wimberly	Teacher	aujena.wimberly@chancelight.com
Mr. Galaviz	Teacher	christopher.galaviz@chancelight.com
Ms. Van	Special Education Teacher	kathleen.vanleishout@chancelight.com
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/5/23	5/5/23
Reflection: Curriculum & Instruction (Instructional Core)	5/19/23	5/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	5/30/23
Reflection: Connectedness & Wellbeing	8/14/23	9/1/23
Reflection: Postsecondary Success	8/14/23	9/1/23
Reflection: Partnerships & Engagement	8/14/23	9/1/23
Priorities	8/23/23	9/1/23
Root Cause	8/30/23	9/8/23
Theory of Acton	9/6/23	9/8/23
Implementation Plans	9/6/23	9/8/23
Goals	9/8/23	9/11/23
Fund Compliance	9/8/23	9/11/23
Parent & Family Plan	9/10/23	9/11/23
Approval		

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	September 22, 2023
Quarter 2	November 20, 2023
Quarter 3	February 9, 2024
Quarter 4	May 3, 2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Select Rating</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>When students are not made aware of their progress or how their work is being graded it creates a sense of displacement. They are not able to track their progress and understand where they need to build in more effort or the areas in which they are troubled and will need help with. Allowing for them to have a sense of advocacy in their learning will help them understand where their disconnection with their work is. This comes from evaluations, student work samples, and cultivate surveys. Looking at the data (STAR data, duration of the tests for students, score inconsistency, and what the growth may look like or not look like) students are having issues with performing on the tests with the same rigor that is expected of them in their regular day to day classes. They are having trouble understanding the required alignment in which why they are taking these tests or how they are going to align to their own learning in the classroom. There is the concern that these are used as a scoring but then they do not take it as serious as they should and perform under what they are truly capable of. The standards and grade level expectations are set for the students to become successful, but the intentionality and delivery of this tracking needs to go beyond just what the SGI (small group instruction) is going to deliver.</p> <p></p>	<p>iAR (Math)</p>
<p>Select Rating</p>	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric Teacher Team Learning Cycle Protocols</p>		<p>PSAT (EBRW) PSAT (Math)</p>
<p>Select Rating</p>	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric Learning Conditions</p>		<p>STAR (Math) iReady (Reading) iReady (Math)</p>
<p>Select Rating</p>	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness Distributed Leadership</p>		<p>Cultivate Grades ACCESS</p>
<p>Select Rating</p>	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide</p>	<p>What is the feedback from your stakeholders?</p> <p><i>[From the survey completed for the NWST campus, three particular areas of growth need to be focused on. The classroom rigor, parent supportiveness, post-secondary aspirations, and innovation will continue to be worked on in the building. Regarding classroom rigor, the understanding that the work results must reflect the challenge and innovative new ways of thinking. Students need to be given the ability to expand their thinking in their practice while also participating in a cooperative learning environment. Having support from the family overall will help us achieve the common end goal that we share as an alternate route institution and the students/families. When administration, teachers, families, and students are collectively involved, a community of understanding can be added to the initiative. Our students are only with us for a certain amount of the day. Therefore, the reinforcement that is coming from the parent side is critical. Developing those relationships allows us to guide our students in the direction that is needed. Training them with the rigor and the support of their families/community aids us in delivering the required growth for post-secondary aspirations. Helping our students understand that their HS diploma is one of the keys to their future success. In assisting them to buy into the understanding and breaking the importance of it piece by piece, we start for them to understand what they can do and what their incomplete secondary education can hinder them from doing. trends across stakeholders; feedback trends across specific stakeholder groups</i></p> <p></p>	<p>TS Gold Interim Assessment Data</p>
<p>Select Rating</p>	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>For the 2023-2024 professional development expectations, leadership will increase the informal and formal observations, creating a system for weekly feedback to lead teachers in developing and meeting the expected rigor. This will take place in Math, English, and Science, core subjects, to continue to set students up for continued success and challenging growth that they can meet. Teach Like a Champion 3.0 will also be integrated into the weekly expectation and help encompass innovation, where the teachers can build a strong orientation toward improvement and a willingness to be part of an active learning environment.</p> <p></p>	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.


Allowing for students to have a stake in their learning will allow for them to build their own investment and stake in their learning. Collaborations between students should be taking place to allow for them to create their own safe space for learning and being present. Being able to address our students needs head on has to be a system that is transparent and allows for them to be challenged. In the event that a student does transfer back to their home school, the rigor that they were being exposed to here at Ombudsman NWST needs to be parallel to what they will be experiencing at their home school.

In reflecting on the three habits we focus on from Teach Like a Champion 3.0, Technique 42: Habits of Discussion, Technique 43: Turn and Talk, and Technique 44: Batch Process. Between these three integrations into the innovative stage from teachers, students can participate and hold themselves accountable for their learning pathways. This will create a delivery pattern for teachers and support staff to start paving, which will then be used to allow students to begin leading their learning. Being able to enable students to build on and in learning with intentionality, the habits can guide

on and in learning with intentionality, the habits can guide them. Equipping students with problem-solving skills, technology, and project-based learning skill sets will allow them to build their capacity for understanding in the classroom as well as outside of it.


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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Select Rating</p>	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p>When it comes to what the data supports, the students-based learning cooperative is not being implemented; this is shown due to the data regarding their grades, the platforms, and their attendance, which leads to their credit attainment. There is insufficient time to balance Teacher Lead Instruction and Small Group Instruction. There needs to support that is supported by the engagement from the students in real time, and not just on the learning platforms. Differentiation needs to be implemented accordingly while recognizing that not every student will be on the same level, regardless of sharing a room with their peers on the same grade level.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
<p>Select Rating</p>	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
<p>Select Rating</p>	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p>	<p>What is the feedback from your stakeholders?</p> <p>Students are assessed and supported by the Special Education team. Their schedules and support are within the compliance parameters supported by staff at NWST.</p>	<p>EL Program Review Tool</p>
<p>Select Rating</p>	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>		
<p>Select Rating</p>	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>The leadership team and the special education team will support teachers. This will come from the support of the OCHS Director of Special Education, the Principal, the Assistant Principal, and the Case Manager at the NWST campus.</p>	
<p>Select Rating</p>	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>It is to the student's advantage to receive instruction on participating in a cooperative learning environment, where they are guided to the knowledge and then allowed to expand on it collectively. </p>			

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Select Rating</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>We have an established Behavioral Health Team that meets bi-weekly. It is a multidisciplinary team that collaborates on identified tier 2/3 supports for identified students. </p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p>

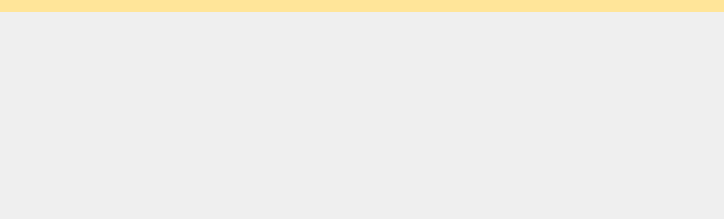
<p>Select Rating</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Increase Average Daily Attendance</p>
<p>Select Rating</p>	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders? Our students have access to Chicago Parks District for out of school sports. This teaches our students good sportmanship and learning to play as a team. 🍌</p>	<p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
<p>Select Rating</p>	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>More opportunity for out of school programs/clubs for students and better protocols established for staff to support a re-entry process for students with extended absences. 🍌</p>		<p>We are reaching out to more community supports and programs team-wide. These will impact our students as these resources are vital to attendance and students overall well-being. As we do experience many students who are experiencing a broad range of barriers, an established re-entry protocol with identified support teams will also better help our students transition back into their individualized school routine. 🍌</p>	

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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
<p>Select Rating</p>	<p>College and Career Competency Curriculum (C4)</p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>Graduation Rate for 2022/2023 was 83.13%. We are planning to increase this Data by 1.87% and graduate 85% of seniors by Summer 2024. The FAFSA completion rate was 89%, we plan to have a 90% FAFSA completion rate for this school year. College Application rate was 83.9%. We plan to increase this Data by 1.1% so the overall will be 85%. The Data is showing a gap in FAFSA and College applications because some of the Seniors stop coming to school and they did not graduate. 🍌</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p>
<p>Select Rating</p>	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
<p>Select Rating</p>	<p>Work Based Learning Toolkit</p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>What is the feedback from your stakeholders? Students have been reporting struggles with mental health, which is affecting students attendance and participation in postsecondary activities. The EL Coordinator reported a large number of EL students at our campus. They need more directions and support from the Ombudsman staff in order to be successful in school and life. The school Social Worker reported 13 STLS students at present. Ombudsman staff members reported that these students have disorganized life, which is negatively affecting their attendance and educational progress. 🍌</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
<p>Select Rating</p>	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p> <p>Industry Recognized Certification Attainment is</p>		<p>ECCE Certification List</p>

Select Rating	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Select Rating	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). PLT Assessment Rubric
Select Rating	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). Alumni Support Initiative One Pager



What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

During this school year we enrolled 30 students in Dual Enrollment classes with Truman College for Semester 1. We provide opportunity to choose one class from the following: College and Career Success 101, Business 111 and Business 216. The Ombudsman administration have been working on providing the following opportunities for students: Google Certification, Real Estate Certification, CDL Certificate, Cosmetology Certification.



What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

problems experienced by most students; problems experienced by specific student groups][A student stated that the negative experience with initially being accepted and denied from internship in Spring 2023 made her not trusting in institutional's decisions. Students reported that they feel insecure in making decisions because they already failed their regular high school experience. Staff noticed a very low self-esteem in students, especially the 1st generation - childrens of immigrant parents. Counselors reported more immigrant students joining our school. Students reported feeling insecure in making decisions and being scared to thing about their postsecondary plans. Many of seniors first want to finish high school and later think about college.



[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Select Rating	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. Spectrum of Inclusive Partnerships	At the Ombudsman NWST campus, there are continuous opportunities for family engagement. There are open house nights tailored to different times that will continue to be assessed with the support of staff at NWST. Our partnerships come from community engagement, programs like Chicago Urban League, BHT from Chicago Public School initiatives, and access to information regarding public aid, and this primarily supports our student population due to legal documentation needed by families that are part of our OCHS NWST community. We have partnered with a parent university, which allowed parents to learn how to support their students through academic success. Care for Friends is another partnership that focuses on building pathways for families/students in need, providing them with food for their whole family.	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Select Rating	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. Reimagining With Community Toolkit		
Select Rating	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <p>Ombudsman West administered Ombudsman surveys to parents during SY23 to receive feedback regarding their satisfaction with the services rendered to students at school. The outcomes were as follows: 96% strongly agreed/ agreed that their students felt proud of their accomplishments, while 4% remained neutral or disagreed. 83% strongly agreed/agreed that they are aware of their child's progress in school, while 17% remained neutral or disagreed. 88% strongly agreed/agreed that they were pleased with their child's progress, while 12% remained neutral or disagreed. 98% strongly agreed/agreed that the school is preparing their child for life beyond high school, while 2% remained neutral or disagreed. 88% strongly agreed/agreed that their students feel supported by staff, while 12% remained neutral or disagreed. 93% strongly agreed/ agreed that their students like coming to our school, while 7% remained neutral or opposed. 98% strongly agreed/agreed that staff provided clear and complete information about the program, while 2% remained neutral or disagreed. 97% strongly agreed/agreed that they feel comfortable with staff communication, while 3% remained neutral or disagreed. 99% strongly agreed/agreed that they felt satisfied with the communication from staff regarding behavior and attendance, while 1% remained neutral or disagreed.</p>	
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>At NWST, there has always been a level of parent involvement, but not to the point where it has been seen as an arm that NWST Leadership and staff are confident in utilizing when it comes to supporting our students. This is sometimes due to work/life obligations on the parent side. Parents need to be involved so there may be a well-built relationship between staff/administration/student/family.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Care for Friends- Grocery Delivery Service (2nd Tuesday of every month) Goodsend- Microgrant assistance Open House - Targeted towards different times to support families who have obligations Nzinga- Outside therapist comes to the school 1x week Chicago Coalition for the Homeless- student housing benefits</p>	

Chicago Coalition for the Homeless -student housing/benefits assistance and legal aide for students 14-24
Chicago Urban League -SEL small groups/mentoring program
Parent University

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Select Rating	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Select Rating	Students experience grade-level, standards-aligned instruction.
Select Rating	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Select Rating	The ILT leads instructional improvement through distributed leadership.
Select Rating	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Select Rating	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

When students are not made aware of their progress or how their work is being graded it creates a sense of displacement. They are not able to track their progress and understand where they need to build in more effort or the areas in which they are troubled and will need help with. Allowing for them to have a sense of advocacy in their learning will help them understand where their disconnection with their work is. This comes from evaluations, student work samples, and cultivate surveys. Looking at the data (STAR data, duration of the tests for students, score inconsistency, and what the growth may look like or not look like) students are having issues with performing on the tests with the same rigor that is expected of them in their regular day to day classes. They are having trouble understanding the required alignment in which why they are taking these tests or how they are going to align to their own learning in the classroom. There is the concern that these are used as a scoring but then they do not take it as serious as they should and perform under what they are truly capable of. The standards and grade level expectations are set for the students to become successful, but the intentionality and delivery of this tracking needs to go beyond just what the SGI (small group instruction) is going to deliver.

What is the feedback from your stakeholders?

[From the survey completed for the NWST campus, three particular areas of growth need to be focused on. The classroom rigor, parent supportiveness, post-secondary aspirations, and innovation will continue to be worked on in the building. Regarding classroom rigor, the understanding that the work results must reflect the challenge and innovative new ways of thinking. Students need to be given the ability to expand their thinking in their practice while also participating in a cooperative learning environment. Having support from the family overall will help us achieve the common end goal that we share as an alternate route institution and the students/families. When administration, teachers, families, and students are collectively involved, a community of understanding can be added to the initiative. Our students are only with us for a certain amount of the day. Therefore, the reinforcement that is coming from the parent side is critical. Developing those relationships allows us to guide our students in the direction that is needed. Training them with the rigor and the support of their families/community aids us in delivering the required growth for post-secondary aspirations. Helping our students understand that their HS diploma is one of the keys to their future success. In assisting them to buy into the understanding and breaking the importance of it piece by piece, we start for them to understand what they can do and what their incomplete secondary education can hinder them from doing. trends across stakeholders; feedback trends across specific stakeholder groups

What student-centered problems have surfaced during this reflection?

Allowing for students to have a stake in their learning will allow for them to build their own investment and stake in their learning. Collaborations between students should be taking place to allow for them to create their own safe space for learning and being present. Being able to address our students needs head on has to be a system that is transparent and allows for them to be challenged. In the event that a student does transfer back to their home school, the rigor that they were being exposed to here at Ombudsman NWST needs to be parallel to what they will be experiencing at their home school.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

For the 2023-2024 professional development expectations, leadership will increase the informal and formal observations, creating a system for weekly feedback to lead teachers in developing and meeting the expected rigor. This will take place in Math, English, and Science, core subjects, to continue to set students up for continued success and challenging growth that they can meet. Teach Like a Champion 3.0 will also be integrated into the weekly expectation and help encompass innovation, where the teachers can build a strong orientation toward improvement and a willingness to be part of an active learning environment.

In reflecting on the three habits we focus on from Teach Like a Champion 3.0, Technique 42: Habits of Discussion, Technique 43: Turn and Talk, and Technique 44: Batch Process. Between these three integrations into the innovative stage from teachers, students can participate and hold themselves accountable for their learning pathways. This will create a delivery pattern for teachers and support staff to start paving, which will then be used to allow students to begin leading their learning. Being able to enable students to build on and in learning with intentionality, the habits can guide them. Equipping students with problem-solving skills, technology, and project-based learning skill sets will allow them to build their capacity for understanding in the classroom as well as outside of it.

Return to Top Determine Priorities

What is the Student-Centered Problem that your school will address in this Priority?

Students...
They were not allowed to see the teacher-led portion take a little bit of a back seat so that they could take the autonomy in their learning or take the lead.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...
We are consistently giving them the full support that they need. Naturally, this comes forward when working with at-risk youth; we want to provide full support in the building.

Resources:

[5 Why's Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
The root cause is based on evidence found when examining the student-centered problem.
Root causes are specific statements about adult practice.
Root causes are within the school's control.

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What is your Theory of Action?

If we...
Understand that us pulling back from the teacher aspect of the instruction does not mean that we are not supporting them



Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see...
We will be able to offer them learning opportunities where they are taking the leading and building their discussions



which leads to...
Less teacher-centered dialogue and more cooperative discussion within the learning environment.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

BHT/Climate Team

Dates for Progress Monitoring Check Ins

Q1 **September 21, 2024** Q3 **February 9, 2024**
Q2 **November 20, 2024** Q4 **May 3, 2024**

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers will fully incorporate and implement the three identified strategies from Teach Like a Champion 3.0 in their practice by May 2024.			Select Status
Action Step 1	Provide PD on Technique 42: Habits of Discussion – Making discussions more productive and enjoyable by normalizing a set of ground rules or "habits" that allow discussion to be more effectively cohesive and connected.			Select Status
Action Step 2	Provide PD on TTechnique 43: Turn and Talk – Encouraging students to better formulate their thoughts by including short, contained pair discussions - designing them for maximum efficiency and accountability.			Select Status
Action Step 3	Provide PD on Technique 44: Batch Process – Give more ownership and autonomy to students – particularly when your goal is discussion – by allowing student discussion without teacher mediation for short periods or longer, more formal sequences.			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]



SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]



[Return to Top](#)

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

[IL-EMPOWER Goal Requirements](#)

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

[Return to Top](#)

SY24 Progress Monitoring

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Select the Priority Foundation to pull over your Reflections here =>

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

What student-centered problems have surfaced during this reflection?

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

[Return to Top](#) **Determine Priorities**

What is the Student-Centered Problem that your school will address in this Priority?

Resources:

[Determine Priorities Protocol](#)

Students...



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

[Return to Top](#) **Root Cause**

What is the Root Cause of the identified Student-Centered Problem?

Resources:

[5 Why's Root Cause Protocol](#)

As adults in the building, we...



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....

Resources:



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

then we see....

which leads to...

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning

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Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1 September 2 Q3 February 9, 2024
 Q2 November 20 Q4 May 3, 2024

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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Resources:

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Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>	<i>Select Foundation</i>			
Reflection	Root Cause	Implementation Plan	Monitoring			Select Status	Select Status	Select Status	Select Status
Select a Practice					Select Status	Select Status	Select Status	Select Status	
Select a Practice					Select Status	Select Status	Select Status	Select Status	
Select a Practice					Select Status	Select Status	Select Status	Select Status	

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

Select a Goal

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

Parent and Family Plan

If Checked:

Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:

Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.



In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support